

RAWLINSON ROAD MIDDLE

2631 West Main Street
Rock Hill, South Carolina 29732

GRADES 6-8 Middle School

ENROLLMENT 1,010 Students

PRINCIPAL Tena N. Neely 803-981-1500

SUPERINTENDENT Dr. Randy Bridges 803-981-1000

BOARD CHAIR Mr. Bob Norwood 803-981-1000

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Middle Schools with Students like Ours

Excellent**Good****Average****Below Average****Unsatisfactory**

2

14

3

0

0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Below Average	No
2004	Good	Below Average	No

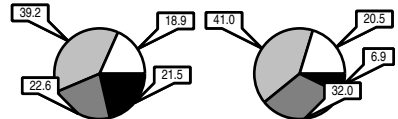
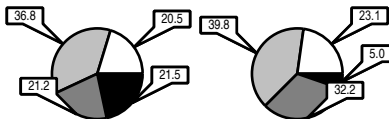
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

93.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Middle Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	990	99.3	22.5	40.1	32.5	5.0	46.8	Yes	Yes
Gender									
Male	467	99.4	26.3	40.9	30.3	2.4	41.8		
Female	523	99.2	19.0	39.3	34.4	7.3	51.4		
Racial/Ethnic Group									
White	635	99.7	12.6	38.1	42.9	6.3	60.1	Yes	Yes
African-American	316	98.4	42.6	44.7	11.3	1.4	19.9	Yes	Yes
Asian/Pacific Islander	19	100.0	5.3	36.8	36.8	21.1	63.2	I/S	I/S
Hispanic	17	100.0	50.0	37.5	12.5	0.0	12.5	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	886	99.7	19.4	40.6	34.5	5.5	49.9		
Disabled	104	96.2	51.1	35.1	13.8	0.0	19.1	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	990	99.3	22.5	40.1	32.5	5.0	46.8		
English Proficiency									
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	981	99.3	22.4	39.9	32.7	5.0	47.1		
Socio-Economic Status									
Subsidized meals	300	98.0	46.8	43.0	9.8	0.4	16.2	Yes	Yes
Full-pay meals	690	99.9	13.1	38.9	41.3	6.8	58.7		

Mathematics - State Performance Objective = 15.5%									
All Students	990	99.5	20.0	37.1	21.4	21.5	54.4	Yes	Yes
Gender									
Male	467	99.6	20.1	36.7	22.1	21.0	54.0		
Female	523	99.4	19.8	37.4	20.8	22.0	54.7		
Racial/Ethnic Group									
White	635	99.7	11.3	34.5	25.8	28.4	68.1	Yes	Yes
African American	316	99.1	37.7	43.5	13.0	5.8	25.0	Yes	Yes
Asian/Pacific Islander	19	100.0	0.0	26.3	15.8	57.9	78.9	I/S	I/S
Hispanic	17	100.0	50.0	25.0	18.8	6.3	37.5	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	886	99.8	15.5	37.9	23.1	23.6	58.3		
Disabled	104	97.1	60.6	29.8	6.4	3.2	19.1	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	990	99.5	20.0	37.1	21.4	21.5	54.4		
English Proficiency									
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	981	99.5	19.9	37.0	21.4	21.7	54.4		
Socio-Economic Status									
Subsidized meals	300	98.7	42.5	42.9	10.9	3.8	22.6	Yes	Yes
Full-pay meals	690	99.9	11.2	34.8	25.6	28.5	66.8		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	305	99.7	23.5	33.9	34.9	7.6	42.6
	Grade 7	326	99.7	20.8	41.3	33.3	4.6	38.0
	Grade 8	311	99.7	19.7	52.5	23.7	4.0	27.8
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	348	99.4	30.0	31.2	33.5	5.3	38.9
	Grade 7	319	99.4	19.9	42.3	32.1	5.8	37.8
	Grade 8	325	99.1	18.4	49.7	27.8	4.1	32.0

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	305	99.7	16.6	27.7	25.6	30.1	55.7
	Grade 7	326	100.0	20.1	34.9	23.4	21.7	45.1
	Grade 8	311	99.7	19.1	50.8	18.1	12.0	30.1
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	348	99.4	12.8	34.7	23.1	29.4	52.5
	Grade 7	319	99.4	17.0	37.8	22.8	22.4	45.2
	Grade 8	325	99.7	31.8	39.3	17.3	11.6	28.9

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 1,010)				
Students enrolled in high school credit courses (grades 7 & 8)	21.8%	Down from 59.9%	29.4%	14.6%
Retention rate	2.2%	Up from 0.9%	2.4%	3.0%
Attendance rate	96.9%	No change	96.4%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.7%		3.3%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.3%		3.3%	5.3%
Eligible for gifted and talented	19.2%	Up from 16.2%	30.9%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.4%	Up from 7.4%	10.8%	13.9%
Older than usual for grade	1.7%	No change	2.5%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.9%	Down from 9.2%	0.7%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 58)				
Teachers with advanced degrees	58.6%	Down from 60.7%	56.0%	48.7%
Continuing contract teachers	82.8%	Up from 76.8%	85.5%	81.7%
Highly qualified teachers**	92.7%	N/A	90.5%	90.4%
Teachers with emergency or provisional certificates	0.0%		3.3%	5.3%
Teachers returning from previous year	88.3%	Up from 83.6%	88.0%	85.1%
Teacher attendance rate	93.6%	N/R	95.3%	94.8%
Average teacher salary	\$42,736	Up 2.6%	\$42,098	\$40,566
Prof. development days/teacher	9.2 days	Down from 10.1 days	10.1 days	11.0 days

School				
Principal's years at school	12.0	Up from 11.0	5.0	3.3
Student-teacher ratio in core subjects	26.4 to 1	Up from 26.0 to 1	24.3 to 1	21.3 to 1
Prime instructional time	89.9%	N/R	91.0%	89.3%
Dollars spent per pupil*	\$5,209	Up 2.8%	\$5,599	\$5,821
Percent of expenditures for teacher salaries*	62.3%	Down from 64.6%	62.3%	61.8%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	97.3%	Down from 99.1%	97.0%	95.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	90.1%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Rawlinson Road Middle School experienced a very successful and exciting school year. Commitment to excellence in both the core areas and our fine arts program continues to be the primary focus of our school instructional program. Through our involvement in the "Making Middle Grades Work" program we underwent an extensive evaluation of our entire school program by a team comprised of local and state educators, district office personnel, a parent, and a school board member. This team of evaluators reviewed every aspect of our program and provided us feedback on what they saw as our best practices and our challenges. Our school team shared this information with our entire faculty and together we set goals to address our challenges and celebrate our many outstanding practices. Our school team has developed a plan of implementation to make our school program even more challenging and rewarding for all of our students.

This year was the first year of our implementation of the State's pilot program for EIC (Using the Environment as an Integrating Context for Learning) with one of our seventh grade teams. The team attended training at Furman University during the summer in order to prepare an integrated unit of study that used an environmental issue to address state standards in all core academic areas. This team had a very successful year and we will continue to pilot the program for two more years. This year we plan to add an eighth grade team that will be part of a program called SC Studies through Clemson University as well as the EIC program with the state. Data such as academic achievement, attendance, and behavior will be gathered for three years as part of the program to evaluate the program's impact on students.

Our entire faculty received training in the area of literacy with our literacy coach. Our literacy coach also worked extensively with one of our sixth grade teams. Through the South Carolina Reading Initiative for Middle Grades, we will have seven teachers and 2 administrators participating in a three-year program that involves monthly study groups, professional research, and working with the literacy coach in their classroom. We initiated DEAR (Drop Everything and Read) two days a week, Right to Write, and STEMS word study to also help with our literacy effort this year. Besides working with literacy, our faculty also read and discussed Phillip Schlecty's book, Working on the Work, which addresses a framework to make school work more engaging for students. A small group of the faculty also read Rita Payne's A Framework for Understanding Poverty and attended one of her workshops in order to increase our understanding and ability to work with children that come from a poverty background.

Our School Improvement Council continued to work on our school facility needs by making a presentation to the School Board. As a result of their hard work for two years, Rawlinson Road is going to begin a 4 million dollar addition that includes replacement classrooms for the mobile units, an auditorium, and renovation of our front entrance and administrative area. We are extremely pleased that when this work is complete we will have a building all under ONE roof that will allow us to better provide for a safe and supportive learning environment for our students.

Tena N. Neely, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	49	233	113
Percent satisfied with learning environment	98.0%	76.4%	75.9%
Percent satisfied with social and physical environment	93.9%	78.8%	72.3%
Percent satisfied with home-school relations	93.9%	84.3%	65.5%

*Only students at the highest middle school grade level at this school and their parents were included.